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ABSTRACT

This 34-item annotated test bibliography deals with a variety of currently available measures of self-concept and self-esteem. For the purposes of this listing, self-concept was defined as a multidimensional construct encompassing the range of an individual's perceptions and evaluations of himself. Many of the devices contained herein emphasize the learner's self-concept or the individual's conceptions of himself in the school environment. However, several global measures are also described. Various methods for assessing self-concept, including direct observations, behavior ratings, self-reports, and projective techniques, are presented. The instruments described in this listing are appropriate for use in grade seven and above. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

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Pamela Rosen, Editor

June 1973

SELF-CONCEPT MEASURES
Grade 7 and Above

This annotated bibliography deals with a variety of currently available measures of self-concept and self-esteem. For the purposes of this listing, self-concept was defined as a multidimensional construct encompassing the range of an individual's perceptions and evaluations of himself. Many of the devices contained herein emphasize the learner's self-concept or the individual's conception of himself in the school environment. However, several global measures are also described. Various methods for assessing self-concept, including direct observations, behavior ratings, self-reports, and projective techniques, are presented. The instruments described in this listing are appropriate for use in grade seven and above.

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Some of the measures listed below are reviewed or described in the references cited in the bibliography.

Affect Scale, Form B by Ricardo Girona; 1971; Adults; Ricardo Girona.

A personality assessment device based on self-concept theory. Employs semantic differential scales to provide an indirect measure of the subject's perceptions of himself and others.

Attitudes Inventory for Youth by J. L. French and B. W. Cardon; Not dated; Grades 9-12; J. L. French.

Designed to assess student attitudes toward various aspects of their experience. The Inventory covers: Attitudes Toward Planning, Attitudes Concerning Schools and Teachers, Self-Concept, Attitudes Concerning Personal Traits, and Goals.

The Behavior Cards: A Test-Interview for Delinquent Children by Ralph M. Stogdill; c1941-50; Grades 3-10; Stoelting Company.

Use of the cards provides the child with an opportunity to face his problems and provides an insight into the child's attitudes toward his delinquent behavior. The test is individually administered employing the card sort technique. Any child who scores grade 4.5 or higher on a standardized reading test should be able to sort the cards with little assistance. Cards can be read to subjects with reading disabilities. At times an abbreviated version of the test can be given by eliminating fifty specified cards. This eliminates the more serious delinquent behaviors.

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Children's Self-Social Constructs Test: Adolescent Form by Edmund H. Hendersen, Barbara H. Long, and Robert C. Ziller; c1967; Adolescents; The Office of Special Tests, Educational Testing Service.

A measure of social self-concept from which certain aspects of the child's conceptions of himself are inferred. Subscores include: Self-Esteem, Social Interest or Dependency, Identification, Group Identification, Individuation or Minority Identification, Power Egocentricity, Complexity, Realism for Size, and Preference for Others.

Columbus Sentence Completion for Children by Jack A. Shaffer and Arthur S. Tamkin; Not Dated; Ages 4-Adolescence; Jack A. Shaffer.

A general projective test covering the following topics: Self-Concept, Wishes and Plans, Self-Concept (Problems), Family, Social, School, and Picture of Self. The test provides an indication of the child's adjustment level.

Contra Costa Social Attitudes Questionnaire by Dean I. Manheimer, et. al.; 1969; Ages 18 and over; Dean I. Manheimer.

Measures social attitudes, values, self-concept, and personality traits. The questionnaire includes a stoicism-traditionalism index.

Coopersmith Self-Esteem Inventory: Form A by Stanley Coopersmith; Not Dated; Ages 9-Adults (Can be used with children younger than age 9 if individually administered); Stanley Coopersmith*.

Designed to provide a general assessment of self-esteem. The 58 items are arranged into five subscales: General Self, Social Self–Peers, Home–Parents, Lie Scale, Home–Academic.

*Technical Information is available in: Coopersmith, S. *The Antecedents of Self-Esteem*. San Francisco: W. H. Freeman, 1967.

Coopersmith Self-Esteem Inventory, Form B (Short Form) by Stanley Coopersmith; Not Dated; Ages 9-Adults; Stanley Coopersmith*.

Designed to measure self-esteem from the perspective of the subject. Emphasis is placed on the subject's self-attitudes in four areas; peers, parents, school, and personal interest.

*Additional information is available in Coopersmith, S. *The Antecedents of Self-Esteem*. San Francisco: W. H. Freeman, 1967.

Experiential World Inventory by A. Moneim El-Meligi, Humphry Osmond; c1970; Adults; Mens Sana Publishing, Inc.

A self-rating test which enables the psychiatric patient to describe his perception of the outside world, of his own body, of people around him, and of his own identity. Can serve as a means of screening mental illness in apparently normal people. Subscales include Sensory Perception, Time Perception, Body Perception, Self-Perception, Perception of Others, Ideation, Dysphoria, and Impulse Regulation.

Expanded Test Anxiety Scale for Children (Feld and Lewis 1969) by Sheila C. Feld and Judith Lewis; 1969; Grades 1-9; Sheila C. Feld*.

A modification of the *Sarason Test Anxiety Scale for Children* which includes the original and revised questions and two neutral items about dreams and achievement. Subscales included are: Test Anxiety, Remote School Concern, Poor Self-Evaluation, and Somatic Signs of Anxiety.

*Included in Feld, S., & Lewis J. "The Assessment of Achievement Anxieties in Children." In C. P. Smith (Ed.), *Achievement-Related Motives in Children*. New York: Russell Sage Foundation, 1969, pp. 151-199.

Getting Along by Trudys Lawrence; c1965; Grades 7-9; Trudys Lawrence.

Designed to evaluate pupil behavior in everyday situations with an emphasis on the identification of pupils who require assistance in improving their behavior. The instrument consists of illustrated situation-response items and is divided into three parts based on the analyses of emotional health: Part I – Getting Along with One's Self (self-acceptance); Part II – Getting Along with Others (acceptance by others); and Part III - Getting Along with One's Environment (facing reality).

How I See Myself Scale: Secondary Form by Ira J. Gordon; 1968; Grades 7-12; Ira J. Gordon (Manual including Scales is available from the Florida Educational Research and Development Council).

A self-report device for evaluating the child's self-concept. Factors assessed include Girls, Grades 7-9: Teacher–School, Physical Appearance, Interpersonal Adequacy, Autonomy, Academic Adequacy, Physical Adequacy, Emotions, and Body-Build. Boys, Grades 7-9: Teacher–School, Physical Appearance, Interpersonal Adequacy, Autonomy, Physical Adequacy, and Peers. Girls, Grades 10-12: Teacher–School, Physical Appearance, Interpersonal Adequacy, Autonomy, Academic Adequacy, Physical Adequacy, and Emotions. Boys, Grades 10-12: Teacher–School, Physical Appearance, Autonomy, Academic Adequacy, Physical Adequacy, Emotions, Girls, Boys, and Language.

Inferred Self-Concept Judgment Scale by Elizabeth McDaniel; 1965-69; Grades 1-9; Elizabeth McDaniel.

Designed to measure student's self-concept as it is generated by and in the school setting.

Inferred Self-Concept Scale: Experimental Form by Elizabeth L. McDaniel; c1969; Grades 1 and Above; San Felipe Press.

Scale is based upon the assumption that self-concept can be inferred from manifest behavior. It purports to be appropriate for assessing and comparing self-concepts of culturally different groups. Test may also be used with adults and German juveniles.

Instructional Objectives Exchange: Measures of Self-Concept, Kindergarten-Grade 12, Revised Edition; 1972; Kindergarten-Grade 12; Instructional Objectives Exchange.

A series of affective objectives concerning learner's self-concept. Dimensions employed are peer, scholastic, family, and general. Self-report inventories (direct and indirect) and observational inventories are provided to assess the attainment of each objective.

Instructional Objectives Exchange: Objective Collection in Attitude Toward School, Kindergarten-Grade 12, Revised Edition; 1972; Kindergarten-Grade 12; Instructional Objectives Exchange.

A collection of affective objectives dealing with the learner's self-concept as reflected in attitudes toward teacher, school subjects, learning, peers, social structure and climate, and general. An observational indicator and both direct and inferential self-report measures are provided to assess the attainment of each objectives.

Pictographic Self-Rating Scale by Einar R. Ryden; c1955-57; Grades 9-16; Psychometric Affiliates.

Students rate themselves in terms of three distinct factors: feelings about comprehension, interest, and participation. The scale enables the student to actively participate in the analysis of his progress in any school subject and aids the teacher in obtaining an estimate of how each pupil in the class feels about the subject being taught.

Piers-Harris Children's Self-Concept Scale by Ellen V. Piers and Dale B. Harris; c1969; Grades 3-12; Counselor Recording and Tests.

Measures self-concept with regard to behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. May be used as a classroom screening device to identify children in need of psychological referral.

Politte Sentence Completion Test: Intermediate and Secondary Form by Alan J. Politte; c1971; Grades 7-12; Psychologists and Educators, Inc.

A projective device designed to elicit information from the student concerning his immediate environment, especially persons involved in that environment. The test assesses seven areas of major concern to the adolescent: school, peer relations, family, goals, opposite sex, health, and self image.

Process for In-School Screening of Children with Emotional Handicaps by Eli M. Bower and Nadine M. Lambert; c1961-62; Kindergarten-Grade 12; The Office of Special Tests, Educational Testing Service.

A collection of screening instruments for use in identifying children with emotional handicaps. The screening process employs three reference points: perception of the child by his teacher, perception of the child by his peers, and perception of the child by the child himself.

Rogers' Personal Adjustment Inventory by Carl R. Rogers; c1961; Ages 9-13; Western Psychological Services.

Designed to assess a child's attitude toward himself, his family, and his peers. Subscores include: Personal Inferiority, Social Maladjustment, Family Maladjustment, and Daydreaming.

STS Youth Inventory by Herman H. Remmers and Benjamin Shimberg; c1956-71; Grades 7-12; Scholastic Testing Service, Inc.

A needs and problems checklist which provides a means through which the students can express the personal importance of their interests and problems. The items are arranged into five broad areas: My School, After High School, About Myself, Getting Along with Others, and Things in General.

Schiff Self-Theory Q-Sort for Drug Addicts by Stanley Schiff; 1959; Grades 9-12 and Adults; Stanley Schiff.

Measures incongruities between self-concept, professed ideal self, and the cultural ideals of the individual in drug addict populations and comparable non-addict populations of age 16 and older. Items cover: sexual identification and role, attitudes toward authority, educational values, morality standards, passivity–aggressivity, impulse control, relationships with others, emotional maturity dependence–independence, aspiration, social role and group identifications, feelings of inadequancy, and frustration. Spanish edition available.

Self-Concept Adjective Checklist by Alan J. Politte; c1971; Kindergarten-Grade 8; Psychologists and Educators, Inc.

Enables the student to project his personal feelings related to self-concept phenomena and provides indices of his general levels of self-concept feelings. The adjectives cover the following: Physical Traits, Social Values, Intellectual Abilities, and Miscellaneous (emotional feelings, group behaviors, and habits). As a result of the scoring, the child is identified as "self-confident," "poor self-concept," or "aggressive."

Self-Concept and Motivation Inventory: Secondary Form by George A. Farrah; c1968; Grades 7-12; Person-O-Metrics.

Measures academic self-concept in terms of the student's perception of his role as a learner. Subscores are: Goal Achievement Needs, Failure Avoidance, Role Expectation, Self-Adequacy. The Inventory is also scored for source of climate support: Parents, Teachers, Peers, Academic Self, Physical and Social Self, Adults and Counselors, Academic Activity Climate, and School Climate. Scores are also provided for Immediate–Intrinsic Orientation Re: Evaluated Competition, Tasks and Projects, Discovery and Creativity, Skills, Aspiration, Cooperation and Conformity, Responsibility, and Acceptance and Praise.

Self-Perception Inventory by William T. Martin; c1969; Grades 9-16; Psychologists and Educators, Inc.

A self-report measure of personality which covers twelve factors: Self-Actualization, Consistency, Time Score, Uncommon Response, Supervision, Rigidity–Dogmatism, Authoritarianism, Anxiety, Depression, Paranoia, General Adjustment, General Maladjustment.

Self-Profile Q-Sort by Alan J. Politte; c1970; Grades 3-8; Psychologists and Educators, Inc.

Aids in elementary school counseling by providing a means for eliciting self-evaluation from a student, for investigating changes in a student's self-concept through the course of counseling sessions, and for stimulating group interaction in the counseling setting.

Sentence Completion Test by Floyd G. Irvin; c1972; Grades 9-16; Psychologists and Educators, Inc.

A semiprojective device for assessing the personality of adolescents and young adults. The sentence stems are classified into five categories: Self-Concept, Parental Attitude, Peer Attitude, Need for Achievement, Learning Attitude, and Body Image.

Social Vocabulary Index Revised; Not Dated; Adults; Regional Rehabilitation Research Institute, University of Utah*.

Designed to measure an individual's self-concept system. The *Index* is based on the Bills Index of Adjustment and Values and consists of six subscales: Self-Concept Scale, Self-Acceptance Scale, Ideal Self Scale, Concept of Others Scale, Vocabulary Scale, and the Marlowe-Crowne Social Desirability Scale.

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*Included in Jorgensen, G. O., Janzen, F. V., Samuelson, C. O., and McPhee, W. M. Utah Studies in Vocational Rehabilitation. *Interpersonal Relationships: Factors in Job Placement*. Salt Lake City, Utah: University of Utah, 1968 (Bulletin #3).

Tennessee Self-Concept Scale: Clinical and Research Form by William H. Fitts; c1964-70; Ages 12 and over; Counselor Recordings and Tests.

Yields 30 profiled scores: Self-Criticism, Self-Esteem (Identity, Self-Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, Total), Variability of Response (Variation across first three self-esteem scores, Variation across last five self-esteem scores, Total), Distribution, Time, Response Bias, Net Conflict, Total Conflict, Empirical (Defensive Positive, General Maladjustment, Psychosis, Personality Disorder, Neurosis, Personality Integration), Deviant Signs, and five scores consisting of counts of each type of response made.

Tennessee Self-Concept Scale: Counseling Form by William H. Fitts; c1964-70; Ages 12 and over; Counselor Recordings and Tests.

Yields 15 profiled scores: Self-Criticism, Self-Esteem (Identity, Self-Satisfaction, Behavior, Physical Self, Moral–Ethical Self, Personal Self, Family Self, Social Self, Total), Variability of Response (Variation across first three self-esteem scores, Variation across last five self-esteem scores, Total), Distribution, Time.

Thorndike Dimensions of Temperament by Robert L. Thorndike; 1963-66; Grades 11-16 and Adults: The Psychological Corporation.

A self-report personality inventory through which the individual describes himself with respect to ten dimensions of temperament. Dimensions assessed are sociable, ascendent, cheerful, placid, accepting, tough-minded, reflective, impulsive, active, responsible.

Wahler Self-Description Inventory by H. J. Wahler; c1971; Adolescents and Adults; Western Psychological Services.

Measures the degree to which respondents emphasize and/or deny negative and positive characteristics and self-evaluation. Two scales are provided: a Favorable Attributes Scale and an Unfavorable Attributes Scale.

What I Am Like; Not Dated (circa 1966); Grades 4-10; Cincinnati Public Schools, Division of Psychological Services and Division of Program Development.

A five-point, bi-polar, self-rating scale based on Osgood's concept of the semantic differential. Subtests are: What I Look Like, What I Am Like When I Am With My Friends, and What I Am. The test is for research use only and is to be used only in group assessment.

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